**SRCCRO007B exam preparation**

**OPERATE IN ACCORDANCE WITH ACCEPTED INSTRUCTIONAL PRACTICES, STYLES AND LEGAL AND ETHICAL RESPONSIBILITIES**

**1 Access ongoing professional development**

1. Research and document further education/training opportunities that will enhance the learner's professional development
2. Access professional development activities to enhance instruction skills and knowledge
3. Demonstrate ability to access ongoing instructor education ***resources*** and ***information***

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| Previous exam |
| Notes (A. how did we achieve this element? B. key words and brief summary – refer to the range statements) |

**2 Operate in accordance with the legal responsibilities of a instructor**

* 1. Describe and explain the ***legal responsibilities*** of an instructor
  2. Apply the ***legal responsibilities*** of an instructor to the specific instructional situation, ***equipment***, environment and ***client*** group
  3. Describe and explain the ***principles of risk management*** as they relate to an instructor
  4. Develop and implement a ***risk management plan*** for the specific instructional situation, ***equipment***, environment and ***client*** group
  5. Describe and explain the principles of ***natural justice***

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| Previous exam |
| Notes (A. how did we achieve this element? B. key words and brief summary – refer to the range statements) |

**3 Operate in accordance with the ethical responsibilities of a instructor**

* + 1. Determine the ***ethical responsibilities of an instructor*** in relation to ***rules, policies and regulations*** of their activity or organisation
    2. Implement the ***ethical responsibilities of an instructor*** in relation to ***rules, policies and regulations*** of the activity or organisation
    3. Implement the principles of ***client confidentiality***
    4. Implement ***best practice principles of the activity or organisation***

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| Previous exam |
| Notes (A. how did we achieve this element? B. key words and brief summary – refer to the range statements) |

**4 Operate in accordance with accepted instructional practices**

* + - 1. Develop ***session plans*** prior to the conduct of each session
      2. Identify common ***instructional styles***
      3. Explain and justify appropriateness and application of each of these ***instructional styles*** in relation to a particular activity, situation and/or ***client*** group
      4. Adopt ***instructional styles*** that comply with ***best practice principles of the activity or organisation***
      5. Explain and demonstrate the ***responsibilities of a role model***

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| Previous exam |
| Notes (A. how did we achieve this element? B. key words and brief summary – refer to the range statements) |

**5 Work with colleagues and support personnel**

* + - * 1. Conduct communication in a way that engenders respect between all parties
        2. Identify and pursue strategies for advancing an activity or organisation through working in a collaborative manner with colleagues and other ***support personnel***
        3. Demonstrate clear non–judgmental communication techniques

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| Previous exam |
| Notes (A. how did we achieve this element? B. key words and brief summary – refer to the range statements) |

**6 Develop a philosophy of instruction**

Determine the appropriateness of activities in relation to each client's stage of development

Articulate and justify ***personal philosophies*** relating to winning/losing and holistic development of the ***client*** in relation to particular situations and ***client*** groups

Identify the role of the instructor in regard to required ***activity specific skills*** and knowledge according to accepted practices and the culture of the activity

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| Previous exam |
| Notes (A. how did we achieve this element? B. key words and brief summary – refer to the range statements) |

**RANGE STATEMENT** **CATEGORIES**

**Activity specific skills**

refers to skills specific to the activity which may include

* physical/motor skills
* tactical/mental skills
* a combination of physical and tactical, forming a sequence of skills

**Best practice principles of the activity or organisation**

* the activity's Coaches or Instructors *Code of Conduct* policy
* the Australian Coaching Council's *Coaches Code of Conduct* policy
* national activity organisation regulations and guidelines
* relevant national, state/territory or local government regulations and guidelines
* employer organisation's policies and procedures
* the culture of the activity
* accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations
* current and past good practice demonstrated by self or peers in the same or similar situation

**Client confidentiality**

* information regarding client status and/or well–being should not be passed on to other individuals without the permission of the client
* refer to best practice principles of the activity or organisation

**Client**

* experienced
* inexperienced
* adults
* children
* infants
* school or youth groups, tourists, club members and general public
* variety of cultural groups
* clients with specific requirements

**Equipment**

can include

* fixed pieces of apparatus for use by all clients
* individual equipment required by each client in order to undertake the activity, eg, kickboard
* personal protective or non–protective clothing or attire
* technical
* audio–visual
* safety

**Ethical responsibilities**

* refers to behavioural requirements set down by various peak bodies which govern the way in which an instructor interacts with their client/s and conducts an instructional session
* incorporates
  + harassment
  + sexual harassment
  + sexual abuse
  + physical abuse
  + client/instructor relationships
  + cheating
  + inclusive/non–discriminatory practices
  + bullying
  + child protection

**Information**

* + expectations and aspirations of clients
  + numbers, ages and gender of clients
  + previous experience and developmental stage of clients, their background, special requirements, available time, expectations or organisations
  + activity national organisation codes and rules as they apply to the range of clients
  + staff and financial resources
  + cultural and political influences
  + involvement and interest of parents
  + details on time
  + necessary equipment, clothing and footwear
  + materials and provision
  + precautions and other health and safety information

is collected through

* + activity specific performance tests
  + physiological procedures profiling protocols
  + psychological profiling procedures and protocols
  + discussions
  + observation

sources include

* + clients
  + parents
  + organisations
  + recorded information

is imparted

* + through demonstrations and explanations
  + through tactile input
  + through self–exploration activity/ies, tasks or projects
  + in writing
  + verbally

**Instructional styles**

* refers to the presentation style/s adopted by the instructor to communicate with the client
* depending on the situation the instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations
  + friendly and approachable while maintaining a 'professional distance'
  + clear, precise and, if appropriate, directive regarding not–negotiable issues, eg, safety factors
  + humorous when appropriate
  + laissez faire, or casual, when appropriate
  + organised and efficient
  + a ‘critical friend’
  + motivational and encouraging
  + disciplinarian, including modification of undesirable behaviours in clients

**Legal responsibilities**

refers to issues such as

* duty of care
* negligence
* waivers and exclusion clauses
* insurance
* natural justice
* contract negotiations
* restraint of trade
* operating in accord with accepted occupational health and safety standards
* complying with local, state and national government legislation and/or requirements

**Natural justice**

* right of appeal
* right to an explanation, particularly in relation to
  + selections
  + suspensions
* notice of charges
* right to be heard
* act without bias

**Personal philosophies**

refers to a set of personal beliefs and practices associated with instruction in relation to issues where there is no clear cut rules, policies or regulations

**Principles of risk management**

in relation to instruction, refers to issues such as

* risk identification
  + relevant activity specific safety requirements, including safety equipment
  + injury prevention
  + first aid requirements, including cardio–pulmonary resuscitation and life saving skills required for aquatic activities
  + hygiene requirements
  + accident records and reporting
  + medical conditions
  + safety requirements for spectators and competition
* risk assessment
  + supervision requirements/ratios
  + medical clearances
  + manageable risks
  + emergency plan

**Resources**

include

* human
* physical
* equipment
* materials
* health and safety provisions
* indoor facilities
* outdoor facilities
* provisions for sessions
* supporting material
* grants and/or sponsorship

**Responsibilities of a role model**

* clients
* spectators
* parents
* administrators
* colleagues
* other support personnel

**Risk management plan**

refers to a plan of action to reduce the risks associated with the particular activity and assist the instructor to reduce the chance of breaching their duty of care; it includes

* risk identification
* risk assessment
* design of risk elimination or reduction plan
* implementation of the plan
* constant evaluation and modification of the plan

**Rules, policies and regulations**

refers to

* current edition of the relevant national activity organisation's rules
* national activity organisation's rules, policies and procedures regarding competent and ethical instructing, dress requirements and protocols, health and safety and other values underpinning the activity
* current edition of the relevant recreation organisation's rules

**Session plans**

should include

* aim of the session
* sequence of tasks and activities designed to meet the session aim
* tasks and activities to match client needs and abilities
* resources required to conduct the session

**Support personnel**

* administrators/managers
* other coaches or instructors
* assistants
* attendants
* other health professionals
* parents/guardians
* other involved/appropriate personnel